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ABSTRACT

These performance tests for the area of cosmetology consist of a sampling technique (domain referenced tests) which covers all the possible performance situations. When used in total, they may also serve as a comprehensive test. Introductory materials discuss domain referenced testing, determining the domains, and developing performance testing situations. For each domain an item form sheet is provided which is a list of rules for developing a domain referenced test (DRT). It includes a domain statement, describing the behavior and content of the domain; instructions, giving directions on how to determine an appropriate testing situation; and evaluation, providing checkpoints and rating scale. These domains are covered: (1) hair cut, (2) permanent wave, (3) finger wave, (4) shampooing, (5) hair styles, (6) wigs and hairpieces, (7) performing skin care, (8) hair conditioners (scalp and treatment), (9) hair coloring, (10) manicuring, (11) hair analysis. (A task detailing booklet is available separately as CE 027 743.) (YLB)

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STUDENT ASSESSMENT SYSTEM

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Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
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Vocational Education Materials Center

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COSMETOLOGY

DOMAIN REFERENCED TESTS

VOLUME I: SKILLS

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POLICIES AND PROCEDURES FOR THE CENTER

PURPOSE OF THE CENTER

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The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

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2. Conduct and report curriculum research related to Vocational Education.

3. Provide a production and dissemination center for Vocational Education materials.

4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.

5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

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DOMAIN REFERENCED TESTING

Introduction

Domained Referenced Testing (DRT) is a procedure designed to determine, with a great degree of accuracy, where to place a student within a training cycle. It provides a method for the stratified random sampling of items from a universe (domain) of test items. The procedure can be used to develop either cognitive or psychomotor test items. A competent (saturation) level of learning in a specified domain is required in order for a student to exclude specific training from a course of study. Areas of competence can be clearly shown through the use of a DRT instrument. There are two general requirements for the construction of a DRT. First, all items that could possibly appear in the test should be specified in advance. Secondly, the items in a particular test should be selected by random sampling or stratified random sampling from the universe of content.

This description of a DRT differs from both Norm Referenced Testing (NRT) and Criterion Referenced Testing (CRT). The difference between NRT and DRT is the method of selecting items to be included in the test and interpreting scores. Where NRT uses its data for prediction and selection, DRT collects data for determining competency improvement and transfer of learning.

The distinctions between DRT and CRT are not as pronounced. A CRT measures specific competencies, identifies those who have not mastered an objective, identifies the areas of non-mastery and assists in instructional design. CRT appears to assume that a transfer of learning exists. The primary difference is that in a DRT an extensive pool of test items exist which represent the basic characteristics of important parts of the universe of knowledge. DRT uses these items randomly to measure transfer of learning

by observing the methods and results that a student conveys while being tested. Transfer of learning is an important part of vocational education. Instructor product bias, availability, and high costs have in many instances led to the student being taught psychomotor and cognitive skills using one brand, make or model of training aids and devices.

It is not the intent of the writers to replace CRT's with DRT's. Criterion referenced testing should be used throughout the training program to evaluate the performance objectives; whereas, domain referenced testing is used to measure the extent of transferable skills, whether or not skills learned are useful, and to achieve curriculum articulation from one institution to another. A domain evaluation requires the teacher to focus on transferable, generalized skills and knowledge rather than rote learning. It does this by measuring a stratified random sample from a universe of knowledge rather than the criteria of a specific objective.

It has been noted that norm referenced testing and criterion referenced testing cannot link mastery learning with transfer of knowledge. To locate this void, a clear theory of measurement and the research and development of domain referenced testing in Vocational Education is proposed. The main idea behind DRT is to assess a student's knowledge and to place that student at a point in a program which is equivalent to the student's mastery level. This would have a three-fold positive effect. (1) The student would be processed through the course and enter the labor market in a minimal amount of time, (2) DRT's would provide an optimum basis for developing an individualized education plan (IEP), for the post secondary handicapped, and (3) would allow a greater number of students, per year, to participate in post secondary education.

Determining The Domains

The cosmetology domains were developed through an analysis of each task within the occupation to determine the elements (variable components) of the task. It was determined from this analysis that the most practical method for identifying task domains was through a division into occupational duty areas. The following duty area/domains were identified and tasks were assigned to each domain based on their relation to the actual performance or knowledge required for the occupational duty area:

I Hair Cut
II Permanent Wave
III Finger Wave
IV Shampooing
V Hair Styles
VI Wigs and Hair Pieces
VII Performing Skin Care
VIII Hair Conditioners (Scalp and Treatment)
IX Hair Coloring
X Manicuring
XI Hair Analysis

After the final list of domains was determined and tasks were assigned to them, the domains and tasks were analyzed to determine the facets (characteristics) of the domain. The criteria for this analysis was to identify those facets which would make a significant difference in how each task would, or could, be performed. Some of the facets of a domain may be related to several tasks while others were specific to a task or sub task. The following are examples of some of the facets found in the domains.

A. Heat Source
B. Rod Selection
C. Base
D. Water Temperature
E. Type of Color
F. Type of Applicator
G. Nail Shape
H. Type of Shampoo
I. Part
J. Cutting Implement

Although some tasks are included in more than one domain, an attempt was made to limit the duplication of tasks in several domains. One such task, Hair Analysis, was broken out of all the other domains and set up as a domain,

itself. With very few exceptions, this task should precede any cosmetology activity (e.g., a hair analysis should take place prior to a hair cut, hair coloring, permanents, etc.). The domain of hair analysis has been separated from the other domains so that it may be tested only when necessary.

Each performance portion of a Domain Referenced Test is recorded on an item form sheet. This sheet is a list of rules for determining a performance testing situation to measure skills from a domain. The item form sheet includes the following sections.

(1) Domain Statement -- it generally describes the behavior and content of the domain.
(2) Instructions -- these give directions on how to determine an appropriate testing situation.
(3) Content Limits -- These include the facets and elements of a potential test and identify the allowable content of a DRT.

Also included on the item form sheet are some sample test situations and an evaluation sheet (check points and a rating scale).

Developing Performance Testing Situations

Each item form sheet contains instructions for developing testing situations; however, there are some general instructions which will be of benefit to anyone attempting to develop a test.

The Content Limits should contain all of the allowable content for a performance test in the domain for which it was designed. In order to assure this, any revision of, or addition to, the content limits should be made before a testing situation is chosen. A key to the reliability of a domain referenced test is the inclusion of all possible testing content in the domain and the random selection of content to be included in the test. If content is added while choosing a testing situation, the random selection process will be negated, which could give cause to raise questions about the reliability of the test.

Adding facets or elements to the content limits is a relative simple procedure. When a facet appears to need new elements added, they should be placed where necessary. If an entire facet appears to be missing, add it and the corresponding elements as necessary.

Developing Domain Referenced Tests for Cognitive Abilities

Developing a DRT to test cognitive abilities requires basically the same procedure as that used to develop DRTs in the skill area. The domain to be tested should contain a comprehensive set of test items for each task from the domain. Each test item should be identified by task and the items should be grouped in a random fashion. A cognitive test referenced to the domain is then fashioned by selecting items randomly.

Although there is no set procedure for determining the number of test items to select from each task, it is generally considered accepatable to select 10 to 20 percent of the test items from the comprehensive set. If a student can respond to 90 percent of the items on the test, then it is generally considered that the student can probably correctly respond to 90 percent of the items in the comprehensive set.

In order to have some assurance that the sample items are truly representative of the tasks within the domain, it is important that the items be randomly selected from a comprehensive set of items identified by task. The key to dependability of the results is (1) the stratification of the domain test items by task, and (2) the random selection of the items to be included in the test. An increase in the number of items to be included in the test also increases the dependability of the results. However, when considering whether to expand the number of items in a domain, it is important to keep in mind the concept of DRTs. That is, the test items for a specific test are (1) randomly selected, and (2) kept to a relatively small number

(10 to 20 percent of the total). Otherwise, the purpose of developing a DRT will be seriously compromised.

Test Pool Sources

Test questions should be compiled from several sources so that a wide variety of theory bases may be represented. This item pool may be made up from the following sources which are widely used and readily available in Georgia.

Standard Textbook of Cosmetology
Cosmetologist State Board Exam Review. Kibbe, C.V. Milady Publishing Corp. Bronx, N.Y., (1972)

Professional Cosmetologist State Board Review
Dalton, J.W. West Publishing Co. St. Paul, (1979)

Questions may also be obtained from the checkpoint sections in

World of Cosmetology
Franco, S., Moore, A., Oakley, G.
McGraw-Hill, New York, (1980)

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DEFINITION OF TERMS

This project includes, by necessity, certain terms peculiar to the subject under consideration. These terms are identified as follows.

Content Limits - The boundaries of a domain that identifies the allowable content of a Domain Referenced Test (DRT). Usually grouped into facets and elements of the facets. Identifies the allowable content of a DRT.

Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting the statement of a competency includes expected student outcomes in terms of knowledge, skills, and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.

Comprehensive Examination - An examination which includes test items for each element of knowledge and/or skill in a specified area to be tested.

Domain - A well-defined set or cluster of related tasks. Specific relationships are determined through an analysis of the tasks.

Domain Referenced Test (DRT) - A test developed from a stratified random selection of test elements.

Domain Statement (Description) - A general descriptive statement that identifies the behavior and the content upon which the test may focus.

Duty - A group of related tasks which constitute a standardized part of a whole job (worker responsibility, unique use of equipment or machinery and specific system designs).

Elements - Variable components (alternatives) of the facets used to form test items. One or more elements from separate facets may be combined to form a test item.

Facets - Characteristics on which domain test items may differ. Facets are made up of groups of related but variable components which are called elements.

Item Form Sheet - A list of rules for generating a set of related test items. (Hively, 1974). An Item Form Sheet includes the instruction or rules for forming a test item and the limits of the content of the test item.

Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.

Structured Interview - An oral examination of a student's ability administered by the instructor and developed from content that has been previously identified and delimited by domain.

Task - The smallest division of work in which a measurable output occurs. A logical and necessary step in the performance of a duty.

Test Item - A statement of a situation or a question designed to evoke a specific response or set of responses. The responses may be verbal, written, psychomotor or a combination of response types.

Test Item Pool - A list or group of test items related to a specified area of knowledge and/or skill to be tested.

Waiver - The act of allowing students to bypass instructional units in which they have demonstrated previously acquired knowledge and/or skill.

DOMAIN I: HAIR CUT

Item Form Sheet

Domain Statement: Give a hair cut removing the desired length of hair and bulk. Use appropriate techniques and manipulations for a final basic hair cut.

Instructor: This is a performance based testing situation designed to assess the student's ability to properly give a student a hair cut. The tasks which deal with hair cutting have been grouped together because of their commonalities and a Domain Referenced Testing situation has been suggested to evaluate the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided, those which you feel will most adequately test the student's cognitive skills relating to the domain.
8. Evaluate the students performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

TASK 1.01 Give a hair cut using scissors
(Choose one element from each category)

A. Moisture
   1. Dry
   2. Wet

B. Block
   1. Blocking
   2. Non-blocking (precision)

C. Procedure
   1. Tapering
   2. Thinning

D. Instrument
   1. Thinning shears
   2. Slithering

TASK 1.02 Give a hair cut using a razor
(Choose one element from each category)

A. Moisture
   1. Dry
   2. Wet

B. Block
   1. Blocking
   2. Non-blocking

C. Procedure
   1. Tapering
   2. Thinning

Sample Test Situation #1

Instruct the student to give a hair cut using scissors. The student should use a tapering technique giving a hair cut without blocking (a precision cut) and using thinning shears to thin the hair.

Sample Test Situation #2

Instruct the student to give a razor cut, blocking and tapering the hair.

EVALUATION

Test situations from Domain I (Hair Cut) may be evaluated using the following check points and rating scale.

Check Points	FAILURE		Rating		EXCELLENT
1. Handling comb	1	2	3	4	5
2. Handling razor	1	2	3	4	5
3. Handling scissors	1	2	3	4	5
4. Chopped or gapped	1	2	3	4	5
5. Removing bulk	1	2	3	4	5
6. Nape area	1	2	3	4	5
7. Final shaping of the basic hair cut	1	2	3	4	5
8. Degree of elevation	1	2	3	4	5

DOMAIN II: PERMANENT WAVE

Item Form Sheet

Domain Statement: Give a permanent wave using appropriate techniques, procedures, and safety measures for desired results.

Instructor: This is a performance based testing situation designed to assess the student's ability to properly give a permanent wave. The tasks which deal with permanents have been grouped together because of their commonalities and a Domain Referenced Testing situation has been suggested to evaluate the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided, those which you feel will most adequately test the student's cognitive skills relating to the domain.
8. Evaluate the student's performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

(Choose from either Task 2.01 or Task 2.02. Task 2.03* is mandatory)

TASK 2.01 Give an acid based permanent wave using a heat source and rolled with tension
(Choose one element from each category)

A. Heat Source
   1. Lamps
   2. Heating cap
   3. Dryer
   4. Clamps - with clamps choose either:
      a. on base
      b. off base
      c. ½ off base

* Mandatory testing situation

B. Rod Selection Appropriate for Client (any arrangement)
   1. Small rod
   2. Medium rod
   3. Large rod

C. Wrap
   1. Cushion
   2. Book end
   3. Double end or sandwich

D. Finished Style (or Set)
   1. Dry natural
   2. Blow dry
   3. Lamps
   4. Roller set

TASK 2.02 Give an alkaline based permanent
(Choose one element from each category)

A. Rod Selection
   1. Small rod
   2. Medium rod
   3. Large rod

B. Wrap
   1. Cushion
   2. Book end
   3. Double end or sandwich

C. Finished Style (or Set)
   1. Dry natural
   2. Blow dry
   3. Lamps
   4. Roller set

TASK 2.03* Relax hair chemically
(Choose either sub task below)

SUB TASK 2.03.1 Relax hair using a sodium hydroxide solution
(Choose one from each category)

A. Base
   1. On base
   2. No base

B. Method
   1. Manipulative
   2. Non-manipulative

C. Finished Style (or Set)
   1. Dry natural
   2. Blow dry
   3. Lamps

SUB TASK 2.03.2 Relax hair using an ammonium thioglycolate solution
(Choose one element from each category)

A. Pre-Soften
1. Yes (solution and manipulation) and roll on perm rods

For finished style choose either:
a. dry naturally
b. lamps

2. No (do not pre-soften), comb hair straight

For finished style choose either:
a. Set-large rollers
b. Set-medium rollers
c. Set-small rollers
d. Pin curls

EVALUATION

Test situations from Domain II (Permanents) may be evaluated using the following check points and rating scale.

Check Points	FAILURE	Rating			EXCELLENT
1. Hair analysis	1	2	3	4	5
2. Rod selection	1	2	3	4	5
3. Strength of solution	1	2	3	4	5
4. Smoothness of wrap	1	2	3	4	5
5. Position of hair on rod	1	2	3	4	5
6. Tension of wrap	1	2	3	4	5
7. Position of rod on section	1	2	3	4	5
8. Position of fasteners	1	2	3	4	5
9. Position of end papers	1	2	3	4	5
10. Fish hook ends	1	2	3	4	5
11. Application of chemicals	1	2	3	4	5
12. Handling of comb	1	2	3	4	5
13. Correct shampooing or rinsing out chemicals	1	2	3	4	5
14. Applying chemicals in correct sequence	1	2	3	4	5

DOMAIN III: FINGER WAVE

Item Form Sheet

Domain Statement: Finger wave a complete head of hair using appropriate manipulations and techniques.

Instructor: This is a performance based testing situation designed to assess the student's ability to properly finger wave hair. The tasks which deal with finger waving hair have been grouped together because of their commonalities and a Domain Referenced Testing situation has been suggested to evaluate the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided, those which you feel will most adequately test the student's cognitive skills relating to the domain.
8. Evaluate the student's performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

(Task 3.01* is mandatory in this test and task 3.02 is optional)

TASK 3.01* Give a finger wave
(Choose one element from the category below)

A. Type
   1. Right side part
   2. Left side part
   3. Horseshoe

TASK 3.02 Give shapings
(Choose one element from the category below)

A. Direction
   1. Clockwise
   2. Counterclockwise

* Mandatory testing situation

Sample Test Situation #1

Instruct the student to finger wave a head of hair using a right side part.

Sample Test Situation #2

Instruct the student to finger wave a head of hair giving shapings in a clockwise direction.

EVALUATION

Test situations from Domain III (Finger Wave) may be evaluated using the following check points and rating scale.

Check Points	FAILURE	Rating			EXCELLENT
1. Proper preparation	1	2	3	4	5
2. Uses correct comb	1	2	3	4	5
3. Finger manipulation	1	2	3	4	5
4. Starting on open end	1	2	3	4	5
5. Uniform waves	1	2	3	4	5
6. Smooth waves	1	2	3	4	5
7. Uniform sized waves	1	2	3	4	5
8. Does horseshoe form a horseshoe or only make a vertical shaping?	1	2	3	4	5

DOMAIN IV: SHAMPOOING

Item Form Sheet

Domain Statement: Using the proper draping and pre-shampoo procedures, give a shampoo using the appropriate techniques according to the service which will follow.

Instructor: This is a performance based testing situation designed to assess the student's ability to properly shampoo a patron's hair. The tasks which deal with shampooing have been grouped together because of their commonalities and a Domain Referenced Testing situation has been suggested to evaluate the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided, those which you feel will most adequately test the student's cognitive skills relating to the domain.
8. Evaluate the student's performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

(Sub-Task 4.02.1 (Give a specialized shampoo for hair and scalp conditions) is mandatory. Others are optional.)

TASK 4.01 Give a plain shampoo
(Choose one type of shampoo)

A. Types of Shampoos
   1. Shampoo for a hair style
   2. Shampoo before a scalp treatment

TASK 4.02 Give a specialized shampoo

(Sub Task 4.02.1 is mandatory. In addition, choose one of the other sub tasks.)

SUB TASK 4.02.1* Give a specialized shampoo for hair and scalp conditions
(Choose one element from each category)

A. Hair or Scalp Condition
   1. Dandruff
   2. Dry and brittle hair
   3. Oily hair
   4. Prescription shampoos
      (with this choice, massage as prescribed .. make no other choices)

B. Type of Massage
   1. Vigorous massage
   2. Gentle scalp massage
   3. Moderate massage

C. Water Temperature
   1. Cool water
   2. Tepid water
   3. Warm water
   4. Hot water

SUB TASK 4.02.2 Give a shampoo for a permanent wave (gentle scalp massage)
(Choose one element from each category)

A. Hair or scalp massage
   1. Dandruff
   2. Dry and brittle hair
   3. Oily hair
   4. Prescription shampoo
      (with this choice, massage as prescribed .. make no other choices)

B. Water Temperature
   1. Cool water
   2. Tepid water
   3. Warm water
   4. Hot water

SUB TASK 4.02.3 Give a shampoo considering hair coloring
(Choose one element from each category)

A. Type of color
   1. Temporary color
   2. Semi-permanent color
   3. Permanent color
      (with this choice, also choose an element from the type of massage category)
      a. Vigorous massage
      b. Moderate massage
      c. Gentle massage

* Mandatory testing situation

In addition, choose an element from the type of shampoo category:

a. Low pH shampoo
b. Shampoo for tinted hair
c. Non-stripping shampoo

And, choose one element from the water temperature category:

a. Cool water
b. Tepid or lukewarm water
c. Warm water

4. Lightening (pre-lightened hair) and Toning (pre-lightener and toner). (With this choice, also choose an element from the type of massage category)

a. Vigorous massage
b. Moderate massage
c. Gentle massage

In addition, choose an element from the shampoo category:

a. Low pH shampoo
b. Shampoo for lightened hair
c. Non-stripping shampoo

And, choose one element from the water temperature category:

a. Cool water
b. Tepid water
c. Lukewarm water

B. Type of Shampoo

1. Shampoo for tinted hair
2. Shampoo for bleached hair
3. Shampoo for gray hair

C. Water Temperature

1. Cool water
2. Tepid water
3. Warm water
4. Hot water

SUB TASK 4.02.4 Give a pre-conditioning treatment

(Elements within this sub task depend upon the conditioning treatment desired .. follow manufacturer's directions.)

SUB TASK 4.02.5 Give a conditioning shampoo
(Choose one element from each category)

A. Type of Hair
   1. Dry hair
   2. Normal hair
   3. Oily hair

B. Type of Massage
   1. Vigorous massage
   2. Moderate massage
   3. Gentle massage

C. Water Temperature
   1. Cool water
   2. Tepid water
   3. Lukewarm water

Sample Test Situation #1

Instruct the student to give a specialized shampoo for oily hair using a moderate massage and warm water.

Sample Test Situation #2

Instruct the student to give a shampoo which takes into consideration the patron's hair coloring. The student should be instructed that the patron has permanent hair coloring and should use a non-stripping shampoo with a vigorous massage and rinsing with tepid water. In addition the shampoo should be one suitable for grey hair.

Sample Test Situation #3

Instruct the student to give a pre-conditioning treatment following the manufacturer's directions.

EVALUATION

Test situations from Domain IV (Shampooing) may be evaluated using the following check points and rating scale.

	CHECK POINTS	RATING (FAILURE)				(EXCELLENT)
1.	Correct draping procedures	1	2	3	4	5
2.	Correct pre shampoo comb out	1	2	3	4	5
3.	Does student assist patron in lowering head to shampoo bowl	1	2	3	4	5
4.	Did student turn on cold water first, turn off hot water first	1	2	3	4	5
5.	Did student use free hand to protect clients nape area as back of head was saturated	1	2	3	4	5
6.	Was shampoo applied evenly over head	1	2	3	4	5
7.	Were hands used on both sides of the head during manipulation	1	2	3	4	5
8.	Was hair rinsed thoroughly	1	2	3	4	5
9.	Were there no visible traces of shampoo left in hair, particularly the nape area	1	2	3	4	5
10.	Was bowl cleaned and hair removed from bowl after shampoo was completed	1	2	3	4	5

DOMAIN V: HAIR STYLES

Item Form Sheet

Domain Statement: Using a properly shampooed head of hair, roll a set using appropriate procedures and techniques for desired results. Dry and comb out in the style it was designed for.

Instructor: This is a performance based testing situation designed to assess the student's ability to style a patron's hair. The tasks which deal with hair styles have been grouped together because of their commonalities and a Domain Referenced Testing situation has been suggested to evaluate the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided, those which you feel will most adequately test the student's cognitive skills relating to the domain.
8. Evaluate the student's performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

(One subtask from Task 5.01* (Shampoo and Set) and one subtask from Task 5.03* (Press and Curl) is mandatory for testing. Task 5.02 (Quick Service) and other subtasks are optional).

TASK 5.01* Give a shampoo and set

Choose one of the following subtasks: side pattern, top, nape or crown

SUB TASK 5.01.1 Set a side pattern

(Choose one type of wave)

A. Types of Waves
   1. Ridge wave
   2. Skip wave

* Mandatory Test Situation

B. Comb Out
1. Comb out using teasing technique
2. Comb out without teasing technique

SUB TASK 5.01.2 Set the top of a head
(Choose one element from each category)

A. Bangs
1. Right side bangs
2. Left side bangs
3. Full bangs
4. No bangs (hair back from forehead)

B. Curling Method
1. Pin curl
For pin curls, also choose an element from the two following categories:
Stem
a. No stem
b. Half stem
c. Full stem
and,
Base
a. Triangle base
b. Rectangle
c. Square

2. Rollers
For rollers, also choose an element from the two following categories:
Base
a. On base
b. One-half off base
c. Off base
d. Indention
and,
Rollers
a. Small rollers
b. Medium rollers
c. Large rollers

C. Comb Out
1. Comb out using teasing technique
2. Comb out without teasing technique

SUB TASK 5.01.3 Set the nape of a head
(Choose one element from each category)

A. Style
1. Straight, close to head nape
2. Wave movement
3. Flip up
4. Pageboy (under)
5. Shapings

B. Curling Method
   1. Pin curl
   2. Rollers
   3. Hair setting tape

If, in Category B, the choice was either pin curls or rollers, also choose one element from the following category:

C. Base
   1. On base
   2. One-half off base
   3. Off base
   4. Indentation

If, in Category B, the choice was pin curls, in addition to the above, also choose one element from the following category:

D. Base Style
   1. Triangle base
   2. Rectangle base
   3. Square base

E. Comb Out
   1. Comb out using teasing technique
   2. Comb out without a teasing technique

SUB TASK 5.01.4 Set the crown of a head
(Choose one element from each category)

A. Style
   1. Petals
   2. Shapings
   3. Full smooth
   4. Movement to side

B. Curling Method
   1. Rollers
   2. Pin curls

C. Base
   1. On base
   2. One-half off base
   3. Off base
   4. Indentation

D. Base Style
   1. Triangle base
   2. Rectangle
   3. Square

E. Comb Out
   1. Comb out using teasing technique
   2. Comb out without a teasing technique

TASK 5.02 Give a quick service hair set

SUB TASK 5.02.1 Give a quick service set using a blow dryer
(Choose one element from each category)

A. Styling Method
1. Curling iron
2. Heat rollers

If, in category A, the choice was curling iron, choose one element from the following category:

B. Curling implement
1. Clamp iron
2. Marcel iron

C. Base
1. On base
2. One half off base
3. Off base

D. Comb Out
1. Comb out using a teasing technique
2. Comb out without a teasing technique

SUB TASK 5.02.2 Give a quick service set using lamps
(Choose one from each category)

A. Styling Method
1. Curling iron
2. Heat rollers

If, in Category A, the choice was curling iron, choose one element from the following category:

B. Curling Implement
1. Thumb-clamp
2. Marcel iron

C. Base
1. On base
2. One half off base
3. Off base

D. Comb Out
1. Comb out using a teasing technique
2. Comb out without a teasing technique

TASK 5.03* Give a press and curl hair set (using the curling iron of choice)

SUB TASK 5.03.1 Give a soft press hair set
(Choose one element from each category)

A. Barrel Size
   1. Small barrel
   2. Medium barrel
   3. Large barrel

B. Base
   1. On base
   2. One half off base
   3. Off base

C. Comb Out
   1. Comb out using a teasing technique
   2. Comb out without a teasing technique

SUB TASK 5.03.2 Give a hard press hair set
(Choose one element from each category)

A. Barrel Size
   1. Small barrel
   2. Medium barrel
   3. Large barrel

B. Base
   1. On base
   2. One half off base
   3. Off base

C. Comb Out
   1. Comb out using a teasing technique
   2. Comb out without a teasing technique

Sample Test Situation #1

Instruct the student to give a shampoo and set the top of a head. The hair should be set with right side bangs using medium rollers set on base. The hair should be combed out without using the teasing technique.

Sample Test Situation #2

Instruct the student to give a quick service hair set using a blow dryer. The student should utilize a clamp type curling iron off base. The hair should be combed out using a teasing technique.

Sample Test Situation #3

Instruct the student to give a soft press and curl hair set using the small barrel curling iron of his or her choice. The curling iron should be used one half off base and the hair should be combed out without teasing.

EVALUATION

Test situations from Domain V (Hair Styles) may be evaluated using the following check points and rating scale.

Check Points	FAILURE	Rating			EXCELLENT
1. Are both side patterns moving in the same direction away from the face?	1	2	3	4	5
2. Are the pin curls the same width as is the shaping?	1	2	3	4	5
3. Are the pin curls correctly made and properly secured?	1	2	3	4	5
4. Are the rollers rolled neatly and smoothly?	1	2	3	4	5
5. Are the rollers secured properly?	1	2	3	4	5
6. Is the nape area secured and not coming down?	1	2	3	4	5
7. Is the hair setting tape placed in such a way that it will stay?	1	2	3	4	5
8. Are all sections neatly and cleanly made?	1	2	3	4	5
9. Is the electrical equipment in proper working condition?	1	2	3	4	5
10. Are the techniques being used correct for the desired results?	1	2	3	4	5
11. Is the section of hair in proportion to the size curler, curling iron, heat roller, or Marcel iron being used?	1	2	3	4	5
12. Did the service take a proportional amount of time?	1	2	3	4	5

DOMAIN VI: WIGS AND HAIRPIECES

Item Form Sheet

Domain Statement: Using the correct cleaning product and procedure, clean a wig or hairpiece and style according to the following directions.

Instructor: This is a performance based testing situation designed to assess the student's ability to care for wigs and hairpieces. The tasks which deal with wigs and hairpieces have been grouped together because of their commonalities and a Domain Referenced Test has been designed to evaluate the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided, those which you feel will most adequatley test the student's cognitive skills relating to the domain.
8. Evaluate the student's performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

(Choose either Task 6.01 (cleaning and styling wigs) or Task 6.02 (cleaning and styling hairpieces). In addition, after this initial choice, several other elements of the test must be decided upon).

TASK 6.01 Clean and style a wig

(Choose one element from each category)

A. Type of Hair
   1. Human hair
   2. Synthetic hair

B. Manufacturing Process
   1. Hand tied
   2. Machine made

TASK 6.02 Clean and style a hairpiece
(Choose one element from each category)

A. Hairpiece
   1. Fall
   2. Wiglet
   3. Bandeau
   4. Toupee - with this element choose either:
      a. vented, or
      b. natural scalp
   5. Switch

B. Type of Hair
   1. Human hair
   2. Synthetic hair

C. Manufacturing Process
   1. Hand tied
   2. Machine made

Sample Test Situation #1

Instruct the student to clean and style a hand tied, human hair wig. The correct cleaning procedures and products must be used and the wig styled in the manner prescribed (see Domain V for alternatives in hair styling).

Sample Test Situation #2

Instruct the student to clean and style a machine made, synthetic bandeau. The correct cleaning procedures and products must be used and the hairpiece styled in the manner prescribed (see Domain V for alternatives in hair styling).

EVALUATION

Test situations from Domain VI (Wigs and Hairpieces) may be evaluated using the following check points and rating scale.

Check Points	FAILURE	Rating			EXCELLENT
1. Correct cleaning fluid used for wig or hairpiece?	1	2	3	4	5
2. Task performed where proper ventilation was available.	1	2	3	4	5
3. Correctly set or not set at all, according to type of hairpiece or wig used.	1	2	3	4	5
4. Set or style fit the purpose for which it was intended?	1	2	3	4	5
5. Wig correctly placed on wig block?	1	2	3	4	5

DOMAIN VII: PERFORMING SKIN CARE

Item Form Sheet

Domain Statement: Give a facial using the correct sterilization, sanitation, safety techniques, manipulations and products.

Instructor: This is a performance based testing situation designed to assess the student's ability to perform skin care activities. The tasks which deal with providing skin care have been grouped together because of their commonalities to test the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided, those which you feel will most adequately test the student's cognitive skills relating to the domain.
8. Evaluate the student's performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

(Task 7.01* (Give a basic facial) should be a mandatory part of the testing situation. In addition, a choice may be made between Task 7.02 (Giving a facial using mechanical devices) and Task 7.03 (applying make-up). After the initial coice of which task to test, several other elements of the test must also be decided upon. The testing variables are listed below).

TASK 7.01* Giving basic facials

(Choose one element from each category)

A. Type of skin
   1. Dry skin
   2. Normal skin
   3. Oily skin

B. Type of preparation
   1. Clay pack
   2. Peel off mask
   3. Emulsion

* Mandatory Test Situation

C. Type of Applicator
1. Brush
2. Fingers

TASK 7.02 Give a facial using mechanical devices
(Choose one element from each category)

A. Mechanical Device
1. Ultra violet light or Tesla current.
With this choice pick either:
a. Direct or
b. Indirect

also pick either:
a. scalp
b. facial
2. Infra-red light
3. Vibrator
4. Steamer (vaporizer)

TASK 7.03 Apply make-up
(Choose one element from each category. NOTE: Categories A. and B. are optional and may not be required).

A. Eyebrows
1. Non-arch
2. Arch

B. Unwanted hair removal
1. Wax
2. Depilatory creme
3. Shaving
4. Tweezing
5. Electrolysis

C. Make-up Base
1. Liquid
2. Creme
3. Cake

D. Rouge
1. Creme
2. Powder blusher

E. Eye Shadow
1. Creme
2. Powder
3. Crayon

F. Mascara
1. Cake
2. Wand

G. Lipstick
1. Tube
2. Creme

H. Lipstick Applicator
   1. Lip brush
   2. Finger tip

Sample Test Situation #1

Instruct the student to give a basic facial to a patron with oily skin. The student must apply a peel-off mask using a brush applicator.

Sample Test Situation #2

Instruct the student to apply make-up to a patron. The student must arch the patron's eyebrows, apply a liquid make-up base, creme rouge, powdered eye shadow, cake mascara and creme lipstick (with lip brush).

Sample Test Situation #3

Instruct the student to give a facial using indirect ultraviolet light.

EVALUATION

Test situations from Domain VII (performing hair care) may be evaluated using the following check points and rating scales.

Check Points	FAILURE	Rating			EXCELLENT
1. Work from center to side using upward and outward strokes.	1	2	3	4	5
2. Movements in unison but in opposite directions.	1	2	3	4	5
3. Steam towel correct temperature.	1	2	3	4	5
4. Towel properly wrapped around face (leaving nose exposed).	1	2	3	4	5
5. Cremes and lotions, etc. removed from jars with spatulas (not fingers).	1	2	3	4	5
6. Creme removed completely (check behind ears and corner of nose).	1	2	3	4	5
7. Creme from nose area removed gently.	1	2	3	4	5
8. Duration (time) of treatment correct (neither too long or too short) for type of service.	1	2	3	4	5
9. Student's hands clean before beginning treatment.	1	2	3	4	5
10. Student properly prepared (all necessary equipment assembled prior to beginning treatment).	1	2	3	4	5
11. Arch correctly made for facial style.	1	2	3	4	5
12. Depilatory correctly applied and removed.	1	2	3	4	5
13. Skin left smooth and not irritated.	1	2	3	4	5

14.	Eyebrow color applied correctly.	1	2	3	4	5
15.	Powder applied correctly and excess removed.	1	2	3	4	5

DOMAIN VIII: HAIR CONDITIONERS
(Scalp and Treatment)

Item Form Sheet

Domain Statement: After giving a careful hair analysis give a scalp treatment and hair conditioner to a patron using the correct safety procedures.

Instructor: This is a performance based testing situation designed to assess the student's ability to give scalp treatment and hair conditioner to a patron. The tasks which deal with both conditioners and treatments have been grouped together because of their commonalities and a Domain Referenced Test has been designed to test the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided, those which you feel will most adequately test the student's cognitive skills relating to the domain.
8. Evaluate the student's performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

In order to adequately test this domain, several of the sub tasks must be tested. Students should be tested on either Sub Task 8.01.1* (Applying conditioning rinses), Sub Task 8.01.2* (Applying moisturizing creme conditioners), or Sub Task 8.01.3* (Applying protein reconditioners). They should also be tested on Sub Task 8.01.4* (Applying synthetic reconditioners) and Sub Task 8.02.1* (Giving a manual scalp massage). Each of the above mandatory testing situations contains several alternative elements. In addition, the other subtasks in the domain may be used as optional testing situations.

TASK 8.01 Apply hair conditioners
(Choose elements as necessary from the following categories. Sub Task 8.01.1* is mandatory plus a choice may also be made between 8.01.2, 8.01.3 or 8.01.4)

* Mandatory Test Situation

SUB TASK 8.01.1 Applying conditioning rinses
(Choose one element from each category)

A. Types of rinses
1. Color rinses
2. Instant conditioning rinse
3. Detangling rinse
4. Acid rinse
5. Stabilizing rinse

SUB TASK 8.01.2 Applying moisturizing creme conditioners
(Choose one element from each category)

A. Application Type
1. Applicator brush
2. Finger massage
3. Applicator bottle

B. Heat Source
1. Lamp
2. Thermal (heating) cap
3. Dryer
4. Plastic bag and hot wet towels

SUB TASK 8.01.3 Applying protein reconditioners
(Choose one element from each category)

A. Concentration
1. Regular strength concentrate
2. Extra strength concentrate

B. Application Type
1. Application brush
2. Finger massage
3. Applicator bottle

C. Heat Source
1. Lamp
2. Thermal (heating) cap
3. Dryer
4. Plastic bag and hot wet towels

SUB TASK 8.01.4 Applying synthetic reconditioners
(Choose one element from each category)

A. Application Type
1. Applicator brush
2. Finger massage
3. Applicator bottle

B. Heat Source
1. Lamp
2. Thermal (heating) cap
3. Dryer
4. Plastic bag

TASK 8.02 Giving a scalp treatment

(Choose elements as necessary from the following categories. Subtask 8.02.1* is mandatory plus a choice may also be made between 8.02.2, 8.02.3 or 8.02.4)

SUB TASK 8.02.1* Give a manual scalp massage (using basic scalp manipulation)

(Choose one element from each category)

A. Dandruff Treatment
(With this choice also choose either:)
1. Dandicide
2. Medicated shampoo

also choose:
1. Let shampoo set for five minutes and rinse
2. Let shampoo set for five minutes and repeat

B. Dry Scalp Treatment
(With this choice also choose either:)
1. Treatment type
   a. Moisturizing creme
   b. Moisture pack

also choose:
   a. Set out for 20 minutes
   b. Dryer
   c. Heating
   d. Steam Towel

C. Normal Scalp Treatment
(Using basic manipulations)

D. Oily Scalp Treatment
(With this choice also choose either:)
1. Treatment type
   a. Medicated scalp lotion
   b. Medicated scalp ointment

also choose:
   a. Set out for 20 minutes
   b. Dryer
   c. Heating cap
   d. Steam towel

SUB TASK 8.02.2 Give a high frequency scalp treatment

(Choose one element from each category)

A. Type of Treatment
1. Dandruff
2. Oily scalp treatment
3. Dry scalp treatment
4. Alopecia

B. Method of Treatment
   1. Method - (indirect)
   2. Scalp - (direct)

SUB TASK 8.02.3 Give a mechanical massage treatment (vibrator)
(Choose one element from each category)

A. Type of Treatment
   1. Dandruff treatment
   2. Dry scalp treatment
   3. Normal scalp treatment
   4. Oily scalp treatment

SUB TASK 8.02.4 Give a scalp treatment using an infra-red lamp
(Choose an element from each category)

A. Type of Treatment
   1. Dandruff treatment
   2. Oily scalp treatment
   3. Dry scalp treatment
   4. Alopecia

Sample Test Situation #1

Instruct the student to (after giving a careful hair analysis) apply a protein reconditioner with an applicator bottle using an extra strength concentrate.

Sample Test Situation #2

Instruct the student to (after giving a careful hair analysis) give an acid conditioning rinse.

Sample Test Situation #3

Instruct the student to (after giving a careful hair analysis) give a manual scalp massage using basic scalp manipulations. The treatment will be for an oily scalp using a medicated scalp ointment and steam towels.

EVALUATION

Test situations form Domain VIII (Hair Conditioners and Scalp Treatment) may be evaluated using the following check points and rating scales.

Check Points	FAILURE		Rating		EXCELLENT
1. Heating cap only used with those products made to be used with the cap.	1	2	3	4	5
2. No metal objects used on hair or cap.	1	2	3	4	5
3. Selected higher setting for non-sensitive head or lower setting for sensitive head.	1	2	3	4	5
4. Conditioner correctly selected as to need.	1	2	3	4	5
5. Too little or too much product used.	1	2	3	4	5
6. Sectioned head into four sections.	1	2	3	4	5
7. Rotated scalp rather than hair during manipulations.	1	2	3	4	5
8. Treatment solution removed from hair.	1	2	3	4	5
9. Water and solutions kept away from patrons eyes.	1	2	3	4	5

DOMAIN IX: HAIR COLORING

Item Form Sheet

Domain Statement: Prepare patron for hair coloring service. Using correct mixing procedures and quantities, prepare product for application and apply product to patron's hair using appropriate techniques and safety procedures.

Instructor: This is a performance based testing situation designed to assess the student's ability to properly prepare for and apply coloring preparations to a patron's hair. The tasks which deal with hair coloring have been grouped together because of their commonalities and a Domain Referenced Testing situation has been suggested to evaluate the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided, those which you feel will most adequately test the student's cognitive skills relating to the domain.
8. Evaluate the student's performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

(Sub Tasks 9.01.1*, 9.02.2*, 9.03.1* and 9.03.3* are mandatory testing situations. Other sub tasks are optional and are left to the discretion of the instructor).

TASK 9.01 Apply temporary hair coloring
(Sub Task 9.01.1* is mandatory, the other sub tasks are optional)

SUB TASK 9.01.1* Apply a color rinse
(Choose one element from each category)

* Mandatory Test Situation

A. Type of rinse
   1. Ready to use
   2. Mixed with hot water

B. Application Type
   1. Applicator bottle
   2. Application with cotton

SUB TASK 9.01.2 Apply temporary hair coloring with crayons

SUB TASK 9.01.3 Apply temporary hair coloring with mascara
(Choose one element from each category)

A. Color
   1. Brown
   2. Brown-black
   3. Black

SUB TASK 9.01.4 Apply temporary hair coloring with sprays
(Choose one element from each category)

A. Color
   1. Gold
   2. Silver
   3. Brown
   4. Blond

SUB TASK 9.01.5 Apply temporary hair coloring with highlighting color shampoo

TASK 9.02 Apply semi-permanent hair coloring
(Sub Task 9.02.2* is mandatory, the other sub tasks are optional)

SUB TASK 9.02.1 Apply semi-permanent hair coloring with a soap cap
(Choose one element from each category)

A. Application Type
   1. Apply at the shampoo bowl
   2. Apply at the station

SUB TASK 9.02.2* Apply semi-permanent hair coloring with 3 to 6 shampoo color
(Choose one element from each category)

A. Applicator Type
   1. Applicator bottle
   2. Bowl and brush
   3. Shampoo
      (with this choice also choose either:
      a. at shampoo bowl
      b. at station)

* Mandatory Test Situation

SUB TASK 9.02.3 Apply semi-permanent hair coloring using Glamour Bath
(Choose one element from each category)

A. Applicator Type
1. Applicator bottle
2. Bowl and brush
3. Shampoo
(with this choice also choose either:
a. at shampoo bowl
b. at station)

SUB TASK 9.02.4 Apply semi-permanent hair coloring using Henna preparation

SUB TASK 9.02.5 Apply semi-permanent hair coloring using fillers
(Choose one element from each category)

A. Color
1. Pale gold
2. Gold
3. Platinum
4. Red
5. Brown

B. Applicator
1. Applicator bottle
2. Bowl and brush
3. Cotton

TASK 9.03 Apply permanent hair color

SUB TASK 9.03.1* Apply a permanent hair color using a single application tint
(Choose one element from each category)

A. Type of Tint
1. Depositing tint
2. Lifting tint

B. Purpose of Tint
1. Virgin tint
2. Retouch

C. Applicator Type
1. Bowl and brush
2. Applicator bottle

D. Type of Peroxide
1. Cream peroxide
2. Gel peroxide
3. Liquid (clear) peroxide
(with this choice choose either:

* Mandatory Test Situation

a. Five volume H_2O_2
b. Ten volume H_2O_2
c. Fifteen volume H_2O_2
d. Twenty volume H_2O_2

SUB TASK 9.03.2 Apply permanent hair colors using lighteners (double application or pre-bleach)
(Choose one element from each category)

A. Application Purpose
1. Virgin
2. Retouch

B. Solution Type
1. Oil lighteners
a. Colored oil lighteners
(with this choice choose either:
1. Gold
2. Silver
3. Red
4. Drab
also choose either:
1. Cream peroxide
2. Gel peroxide
3. Liquid clear peroxide
(with this choice choose either:
Five volume H_2O_2
Ten volume H_2O_2
Fifteen volume H_2O_2
Twenty volume H_2O_2)

b. Neutral oil lighteners
1. Clear peroxide
2. Liquid creme peroxide
3. Gel peroxide

2. Cream lighteners
Type of peroxide
a. Creme peroxide
b. Gel peroxide
c. Liquid clear peroxide
(with this choice also choose either:
Five volume H_2O_2
Ten volume H_2O_2
Fifteen volume H_2O_2
Twenty volume H_2O_2

Type of applicator
a. Applicator bowls
b. Bowl and brush

3. Powder of paste
   Type of peroxide
   a. Creme peroxide
   b. Gel peroxide
   c. Liquid peroxide
      (with this choice also choose either:
      Five volume H_2O_2
      Ten volume H_2O_2
      Fifteen volume H_2O_2
      Twenty volume H_2O_2

SUB TASK 9.03.3* Apply permanent hair colors using toners
(Choose one element from each category)

A. Application Purpose
   1. Virgin
   2. Retouch

B. Type of Toner
   1. Six shampoo toner (Non-peroxide)
      (with this choice also choose one of the following:
      a. Crystal solution
      b. Solution without crystals
         also choose:
         1. Applicator bottle
         2. Bowl and brush)

   2. Shampoo-in (no ammonia toner)

   3. Creme toner
      (with this choice also choose either:
      a. Five volume H_2O_2
      b. Ten volume H_2O_2
      c. Fifteen volume H_2O_2
      d. Twenty volume H_2O_2

SUB TASK 9.03.4 Apply special effect hair coloring
(Choose one element from each category)

A. Frosting
   (choose either:
   1. Cap or
   2. Foil)

At this point refer back to the other sub tasks within this task (Sub Tasks 9.03.1, 9.03.2, and 9.03.3) for other choices such a type of preparation, color, etc.

B. Sun Streaking (or other special effects of this type)

* Mandatory Test Situation

Choose either:
1. Cap
2. Comb through
3. Brush through
4. Finer paint

At this point refer back to the other sub tasks within this task (Sub Tasks 9.03.1, 9.03.2, and 9.03.3 for other choices such as type of preparation, color, etc.

Sample Test Situation #1

Instruct the student to apply a temporary color rinse using a pre-mixed solution and cotton as an applicator.

Sample Test Situation #2

Instruct the student to apply at his or her station, a 3 to 6 Shampoo color using a bowl and brush as an applicator.

Sample Test Situation #3

Instruct the student to retouch permanent hair coloring using a single application tint. In addition, use a depositing tint technique, an applicator bottle and a liquid (clear) peroxide (Ten volume H_2O_2).

EVALUATION

Test situations from Domain IX (Hair Coloring) may be evaluated using the following check points and rating scale.

Check Points	FAILURE		Rating		EXCELLENT
1. Correctly draped and prepared patron.	1	2	3	4	5
2. Performed a complete scalp and hair analysis.	1	2	3	4	5
3. Consulted with patron about color selection.	1	2	3	4	5
4. Advised the client about maintenance and upkeep of hair color.	1	2	3	4	5
5. Mixed the compound or products according to manufacturer's instructions.	1	2	3	4	5
6. Pre-shampooed or pre-moistened if necessary.	1	2	3	4	5
7. Detangled the hair.	1	2	3	4	5
8. Put on gloves.	1	2	3	4	5
9. Dusted inside of cap with talc.	1	2	3	4	5
10. Avoided pulling hair out of large holes.	1	2	3	4	5
11. Weaved the rattail of a comb in the hair strand.	1	2	3	4	5
12. Placed foil close to scalp.	1	2	3	4	5
13. Folded the foil.	1	2	3	4	5
14. Applied sufficient lightener or color product.	1	2	3	4	5
15. Preheated lamp or dryer.	1	2	3	4	5

16.	Covered the head with a plastic cap.	1	2	3	4	5
17.	Made strand test for decolorization.	1	2	3	4	5
18.	Dryer temperature set at medium rather than hot.	1	2	3	4	5
19.	Product kept from running onto the patron's face.	1	2	3	4	5
20.	Coloring product removed from face, nape, and ears when service completed.	1	2	3	4	5

DOMAIN X: MANICURING

Item Form Sheet

Domain Statement: Give a manicure using proper procedures and safety practices.

Instructor: This is a performance based testing situation designed to assess the student's ability to properly give a manicure to a patron. The tasks which deal with manicures have been grouped together because of their commonalities and a Domain Referenced Testing situation has been suggested to evaluate the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided those which you feel will most adequately test the student's cognitive skils relating to the domain.
8. Evaluate the student's performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

(Task 10.01* is mandatory plus a choice may also be made between 10.02, 10.03, and 10.04).

TASK 10.01* Give a plain manicure

(Choose one element from each category)

A. Nail Shape
   1. Square nail tips
   2. Round nail tips
   3. Pointed nail tips
   4. Oval nail tips

B. Cuticle Solution
   1. Cuticle oil
   2. Cuticle creme

* Mandatory Test Situation

C. Nail Polish
1. Creme nail enamel
2. Frosted nail enamel

TASK 10.02 Give an oil manicure
(Choose one element from each category)

A. Nail Shape
1. Square nail tips
2. Round nail tips
3. Pointed nail tips
4. Oval nail tips

B. Solution
1. Heated vegetable oil (olive oil)
2. Commercial preparation (Lactol)

C. Nail Polish
1. Creme nail enamel
2. Frosted nail enamel

TASK 10.03 Give an electric or machine manicure
(Choose one element from each category)

A. Nail Shape
1. Square nail tips
2. Round nail tips
3. Pointed nail tips
4. Oval nail tips

B. Nail Polish
1. Creme nail enamel
2. Frosted nail enamel

TASK 10.04 Apply artificial nails
(Choose one element from each category)

A. Nail Type
1. Liquid powder nails
2. Nail tips
3. Plastic nails

B. Nail Shape
1. Square nail tips
2. Round nail tips
3. Pointed nail tips
4. Oval nail tips

C. Nail Polish

1. Creme nail polish
2. Frosted nail enamel

TASK 10.05 Repair nails

(Choose one element from each category)

A. Type of repair
   1. Capping of nails
   2. Repairing of broken or split nails
   3. Re-attaching tips that are broken off completely

B. Nail Shape
   1. Square nail tips
   2. Round nail tips
   3. Pointed nail tips
   4. Oval nail tips

C. Nail Polish
   1. Creme nail polish
   2. Frosted nail enamel

Sample Test Situation #1

Instruct the student to give a plain manicure using a cuticle oil and creme nail enamel. The resulting nail shape should be oval.

Sample Test Situation #2

Instruct the student to give an oil manicure for a round nail shape using heating vegetable (or olive) oil and finishing creme nail enamel.

Sample Test Situation #3

Instruct the student to apply plastic nails finishing with an oval shape and creme nail enamel.

EVALUATION

Test situations from Domain X (Manicuring) may be evaluated using the following check points and rating scale.

	Check Points	FAILURE Rating				EXCELLENT
1.	Washes own hands before service.	1	2	3	4	5
2.	Removes cuticle creme from jar with an orange wood stick.	1	2	3	4	5
3.	Loosens cuticle using a circular motion.	1	2	3	4	5
4.	Mold back cuticle creme with tissue or towel.	1	2	3	4	5
5.	Used nippers to remove hangnail without drawing blood.	1	2	3	4	5
6.	Applied base coat.	1	2	3	4	5
7.	Applied fashion enamel in 3 or 4 strokes.	1	2	3	4	5
8.	Applied top coat.	1	2	3	4	5
9.	Cushioned and supported client's arm.	1	2	3	4	5
10.	Choose nail shape which is attractive and practical for hand.	1	2	3	4	5
11.	File nails from corner to center.	1	2	3	4	5
12.	Clean up and sanitize work area.	1	2	3	4	5

DOMAIN XI: HAIR ANALYSIS

Item Form Sheet

Domain Statement: Do a hair analysis on a patron.

Instructor: This is a performance based testing situation designed to assess the student's ability to properly analyze a patron's hair. The tasks which deal with hair analysis have been grouped together because of their commonalities and a Domain Referenced Testing situation has been suggested to evaluate the skills relating to those tasks.

Instructions:

1. Randomly select an element from each group listed below to form a test situation.
2. Eliminate any conflicting elements from the test situation.
3. Carefully review all of the elements included in the test. Make sure the test represents a realistic situation. Make adjustments as needed.
4. Review the evaluation checklist provided to make sure it may be used to properly evaluate the student's performance.
5. Give the student written instructions which designate the skills he or she must demonstrate.
6. Evaluate the student's performance on the performance test.
7. Randomly select from the written test questions provided, those which you feel will most adequately test the student's cognitive skills relating to the domain.
8. Evaluate the student's performance on the written test.
9. Award advanced standing as indicated by the Domain Referenced Test.

CONTENT LIMITS

TASK 11.01 Perform a scalp analysis
(The student should always check for disease and infection)

SUB TASK 11.01.1 Analyze the scalp condition (moisture balance of the scalp)

The student should rate the analysis as either:
1. Oil abundant
2. Dehydrated
3. Average

SUB TASK 11.01.2 Analyze the scalp flexibility

The student should rate the analysis as either:
1. Loose scalp
2. Tight scalp
3. Flexible scalp

TASK 11.02 Perform a hair analysis

SUB TASK 11.02.1 Analyze the length of the hair

The student should rate the analysis as either:
1. Short
2. Medium short
3. Medium
4. Medium long
5. Long
6. Extra long

SUB TASK 11.02.2 Analyze the density of the hair

The student should rate the analysis as either:
1. Dense hair (thick)
2. Average density
3. Sparce hair (thin)
4. Balding

SUB TASK 11.02.3 Analyze the form of the hair

The student should rate the analysis as either:
1. Super-straight
2. Straight
3. Wavy
4. Curly
5. Super-curly

SUB TASK 11.02.4 Analyze the texture of the hair

The student should rate the analysis as either:
1. Coarse (wiry)
2. Medium (average or moderate)
3. Fine (smooth)

SUB TASK 11.02.5 Analyze the hair diameter

The student should rate the analysis as either:
1. Thick diameter
2. Medium diameter
3. Thin diamteter

SUB TASK 11.02.6 Analyze the porosity of the hair

The instructor should first choose a porosity testing method.

Methods
1. Slide fingers from ends of hair to scalp
2. Cutting dry hair with scissors
3. Cupping the hair
4. Wetting the hair
5. Place wet hair under drier
6. Machine tester for strength

The student should rate the analysis as either:

1. Excellent, good or desirable
2. Poor (resistant)
3. Moderate (normal)
4. Extreme (troublesome)
5. Over porous

SUB TASK 11.02.7 Analyze the tensile strength of the hair

The student should rate the analysis as either:

1. High tensile strength
2. Low tensile strength
3. Moderate tensile strength

SUB TASK 11.02.8 Analyze the elasticity of the hair

The student should rate the analysis as either:

1. High elasticity
2. Moderate or good elasticity
3. Low or poor elasticity

SUB TASK 11.02.9 Analyze the processed status of the hair

The student should rate the analysis as either:

1. Natural hair
2. Chemically relaxed hair
3. Chemically waved hair
4. Decolorized or lightened hair
5. Colored or tinted hair

Sample Test Situation #1

Instruct the student to perform an analysis for scalp flexibility.

Sample Test Situation #2

Instruct the student to perform a hair analysis to determine the porosity of a patron's hair. The analysis should be performed by wetting the hair.

Sample Test Situation #3

Instruct the student to perform a tensile strength analysis on a patron's hair.

EVALUATION

Test situations from Domain XI (Hair Analysis) may be evaluated using the following check points and rating scale.

Check Points	FAILURE	Rating			EXCELLENT
1. Patron properly draped and prepared for analysis.	1	2	3	4	5
2. Techniques used properly performed.	1	2	3	4	5

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